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ABSTRACT

The aims of the Youth and Environment Training Project were to: increase youth workers' awareness and understanding of conservation and environmental issues and their relevance to young people; create links between environmental education and youth work practice; develop strategies for implementing conservation and environmental activities within the youth work curriculum; develop materials and techniques which can be used with young people; and develop local networks. This document is designed to provide an overview of the first phase of this project, during which most of the face-to-face work was done. Four examples of specific programs of youth work, including ideas for further development, are described in detail. Discussed are working face-to-face in youth groups; working with young people on a city-wide level; training; and networking. (CW)

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COUNCIL FOR ENVIRONMENTAL EDUCATION

YOUTH and ENVIRONMENT TRAINING PROJECT

BIRMINGHAM

MID-PROJECT REVIEW

CEE Youth & Environment Training Project
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SE 051 169

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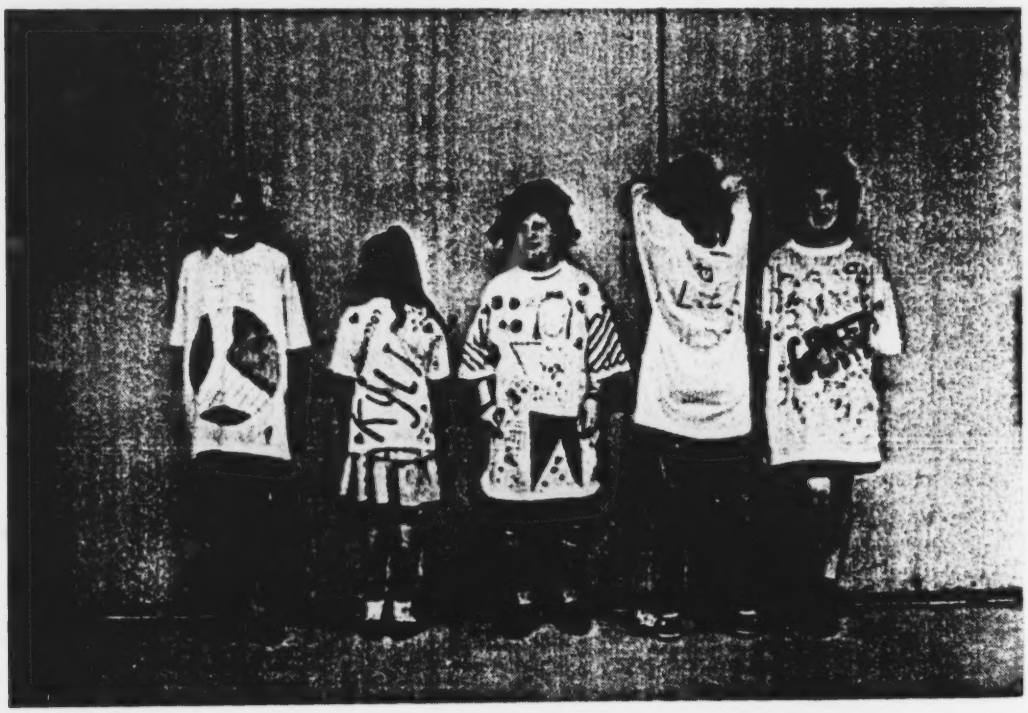
FOREWORD

This is the Mid-Project Review of the Council for Environmental Education (CEE) Youth and Environment Training Project in Birmingham. It has been written by Jill Edbrooke, Project Worker in Birmingham, as part of the process of disseminating the work of the Project. It aims to provide an overview of the first phase of the Project during which most of the face-to-face work has been undertaken. Four examples of specific programmes of youth work, including ideas for further development, are described in detail. It will be of interest to those working with young people within both the youth sector and environmental organisations. It is also of relevance to those involved in training provision within both sectors.

ALSTON PROJECT GIRLS GROUP

Following a self defence course, part of the girls group decided to paint an environmental issue that was important to them onto a T-shirt. The issues the girls chose included grafitti, pollution of the local river, litter, being seen at night and 'saving the world'. For three of them, this became more important than the "free" side of their T-shirts which they could illustrate as they pleased.



Alston Project girls group

The work developed from interest expressed by the girls and covered both local and global concerns. The girls had great fun modelling at the end and learned new skills while undertaking the painting. The detached youth worker involved with the group felt she did not have enough environmental knowledge to initiate such a project, but by the second session was fully involved in discussing the issues that the girls had chosen.

This represents the essence of the Youth and Environment Training Project.

BACKGROUND

Since its establishment in 1978, the Youth Unit of the Council for Environmental Education, originally set up by the Council for Environmental Conservation (CoEnCo), has been acting as a co-ordinating body for organisations concerned with the environmental education of young people outside the formal education sector.

It became apparent several years ago that although the Youth Unit was influencing youth organisations at the national level, little was filtering down to the "grass roots" level of the youth club.

Concern about this led to the development of the Youth and Environment Training Project, with two full-time workers based for a three year period in (1) the Cannock Chase area of Staffordshire and (2) Alum Rock in the Hodge Hill area of Birmingham. Selection of these areas was based on existing contacts within local authorities, and a need for the Project to be based in two contrasting environments.

The aims of the Project were:

a) to increase youth workers' awareness and understanding of conservation and environmental issues and their relevance to young people

b) to create links between environmental education and youth work practice

c) to develop strategies for implementing conservation and environmental activities within the youth work curriculum

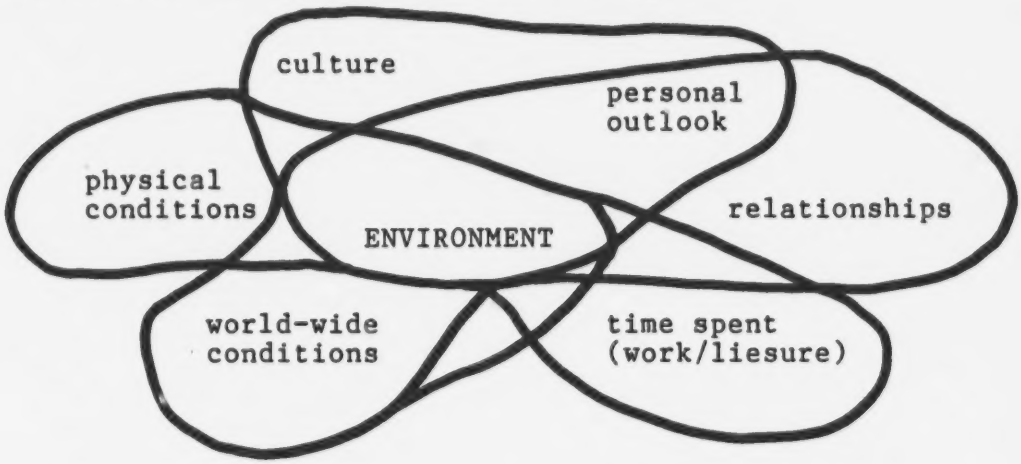
d) to develop materials and techniques which can be used i) in youth work training and ii) with young people

e) to develop local links and networks

Defining Environmental Education

Environmental education is much more than passing on knowledge of the ecology and conservation issues surrounding a particular habitat. Before attempting a definition, it is necessary to think about what the term 'environment' means. In one training session run by the project for full and part time youth workers, participants arrived at the following definitions:

a) "our atmospheric, cultural, social, economic and individual surroundings"
b) "largely people determined"
c) "life in a community and its surroundings"
d)



This covers quite a wide spectrum! The fact that people interpret environment in different ways does not matter. What does is that people realise the relevance of environmental concern. The aims of environmental education are;

- -to encourage people to become more aware of the environment and of their actions and decisions upon it
- -to equip people with the skills, knowlegde and confidence which will enable them to take an active part in shaping their environment.

This may well mean creating a local nature reserve, but could also involve making decisions on the colour of the youth club walls, choosing the venue for a residential visit or learning how to fill out a grant application form.

Using the definition given above, it becomes apparent how closely the aims of environmental education relate to those of the youth service. Both are concerned with personal and social development, participation and political education. For both there is a knock on effect as young people make links between their personal situation and what is happening locally, nationally and globally.

Project Funding

Department of Education and Science
Countryside Commission
Nature Conservancy Council
Birmingham City Council, Department of Recreation and Community Services (support in kind)

Additional funding for face-to-face work was made available in November 1988 after a successful application to the Telethon Trust.

Project Management

The Senior Education Officer (Youth) at CEE is responsible for management of the whole Project. Line management for each Project Worker is provided locally by the Local Authority Youth Officer. In Birmingham, staff involved in the Project have been:

Lisbeth Grundy	Senior Education Officer, CEE Youth Unit
Philip Smiglarski	Youth Officer, Hodge Hill area (line manager)
Jill Edbrooke	Project Worker
Dave Ritchie	Student placement (Westhill College) Nov '89 - March '89

Steering Group (July 1989)

A local steering group was established to advise on development of the Project in Birmingham. Members represent both the youth service and environmental groups in Birmingham. Membership of the steering group is not fixed - new members being invited to join as their input becomes appropriate and one or two members (in brackets below) have left as their jobs have changed or their role in the group has become less relevant.

(Doreen Barwick)	Community Worker Hutton Hall Birmingham City
(Phil Constable)	Horticulture Division 3 Birmingham City
Sally Dennis	Information Officer West Midlands Environment Network
Gill Davies	Detached Youth Worker Alston Project Birmingham City
John Grace	Youth Service Activities Office Birmingham City
(Abdul Majid)	Centre Head Naseby Centre Birmingham City
Yvonne Ridley	Training Coordinator Stainsby Centre Birmingham City
Andrew Simons	Education Officer Urban Wildlife Group
Philip Smiglarski	Youth Officer Birmingham City

PHASE ONE: METHOD OF WORKING

The first three months of the Project were spent making contacts, getting to know the local area and youth clubs, youth workers, members and co-workers.
The method of working used by the Project Worker can be categorized into four main headings:-

1.FACE TO FACE WORK IN YOUTH GROUPS

Work was directed at the target age range for the Youth Service (11 years +), but mainly at the 14+ age group. The Birmingham Youth Policy document was used as a framework, but in the first phase, time and the existing provision for young people in the area meant that it was not possible to work on a regular basis with a girls group, young people with special needs or any voluntary clubs.

The Project Worker worked in two clubs for some time (9 months in Hutton Hall, 18 months in the Naseby Centre). This approach was used because it was felt that more lasting change would be achieved in this way than could be hoped for through brief contacts coming out of the context of the traditional club routine. When specific requests were made by workers in other clubs a response was made if it seemed appropriate.

Broadly, work was developed in cycles as follows;

a) A period of familiarisation with members, staff and routines

b) Development of work based on interests of members

c) Review with members, staff, management

d) Further work. This might be developed from the previous sessions or on completely new aspects. Often issues were raised through the Project's work that did not directly relate to the environment. The most important of these and the one raised most frequently is the support that staff needed in developing certain basic youth work skills as a prerequisite to effective work. (This links to the training developments outlined under 3 below). Another was "participation" - what it means and how it is developed was an area that constantly cropped up. These issues are fundamental both to the aims of the Youth Service and the Project.

FOUR EXAMPLES OF FACE-TO-FACE WORK
(including issues raised for leaders during the work)

These examples are taken from recordings made by the Project Worker. Some cover a long time span, some are a series of inter-linked activities, some quite short. They are chosen to reflect the cross-curricular nature of the Project's work and the impact this has on everyone involved, not just the young people. They also highlight some of the learning points for future work.

1. Night time activities **page 8**

Although this had not been planned, this series of recordings show how working with a group over an extended period can affect change. In this case, the 'subject' for the work was the night time environment.

2. Peak District residential **page 10**

This example is chosen because residentials can be a very important part of work with young people.

3. The Dulux paint project **page 12**

Redecoration of a club/centre provides an example of the 'traditional' youth work issues that an environmental project can raise.

4. Making a display for the Project **page 15**

Acknowledging a lack of skills, this example shows how workers and young people with different skills can be drawn into environmental issues - it is also the only example where the impetus came entirely from the Project, not from the expressed wishes of the young people involved.

The first three examples all involve the Naseby Centre Youth Club and a profile is given on the next page. The fourth example involves two young men from another part of Birmingham who were asked to produce a display for the Project under the guidance of a freelance community artist.

Context for examples 1 - 3: the Naseby Centre

The Centre - a Youth & Community Centre based on a middle school campus. Various user groups throughout the day and evening. The building is single storey with a large hall which can be divided into two, a second smaller room which can also be partitioned off, a kitchen and two offices. The school facilities, where adult education classes are run, become the responsibility of the Centre in the evenings.

The Youth Club - runs five nights a week and Sunday afternoons. Two nights are for junior members (average attendance 25 - 30), two for seniors (average attendance 20 - 25), two mixed sessions (average attendance 50 - 60).

The Programme - junior nights largely revolved around sport, although staff were starting to develop a programme of other activities. The junior nights were started in the autumn of 1987 and built up from around 8 members to over 30 by the end of the school year.

- senior nights also focused on sport. Other activities were occasionally offered, but response was poor without a lot of persuasion and usually attracted the same core group of 6 - 10 members.

The Young People - Members all male, with 100% of the seniors being Muslims and the junior members split 50% Asian, 50% White/Afro-Carribean. The Asian community in Alum Rock is unusual in that it is almost entirely composed of Muslims originally from the Azad Kashmir and Mirpur districts of Pakistan.

The Staff - About 12 paid staff, most doing 2 or 3 sessions, and 2 or 3 volunteer staff. Two female members of staff, one White, one Afro-Caribbean. Male staff Asian, with two White and one Afro-Caribbean volunteer. The full-time worker rarely attended youth club due to the pressure of other aspects of his job. Staff meetings were termly, but full attendance was unusual. Student placements, mainly from the City's apprenticeship scheme, are quite frequent, so club members are quite used to short term relationships with staff members.

The period from which these examples are taken (January '88 - April '89) was a fairly stable one in terms of staff and membership.

1. NIGHT TIME ACTIVITIES

Background

The Project Worker spent a lot of time with one particular group of senior members (16-22 years old) over the period from February 1988 - March 1989. During the course of different activities she made use of the night environment in various ways.

Session 1 (8.3.88 Night Trail in an urban setting)

...'Piled into the van and made a fairly rowdy arrival in cold blowing rain. Two of the leaders decided to stay at the starting point where the task for groups was to put a tent up (I think they thought that they could sleep in the tent - I foiled them because I'd forgotten the tent poles!) There were three groups of four. One group really got into the swing of it after a slow start, but I was amazed by their lack of knowledge about anything natural (the clue 'by a holly tree' was lost because they don't know what a holly tree is). The second group rushed ahead trying to destroy everything before other teams arrived. The third contained one younger brother and the 'clown' of the club - this group were much more nervous about the dark, but the member who usually acts the fool was very supportive to the rest of his team. They were all concerned that I had been out by myself earlier on setting up the clues'...

Session 2 (Night walk during residential 18.3.88)

...'Practice on the map reading which had been so poor last time! Three members took the lead and got us round the route very smoothly, if rather close to a quarry edge... about half way round, one member had an asthma attack - this was dealt with by members of the group who helped him around the rest of the route. I was collared almost immediately by one member who is getting into trouble with his family and we spent most of the time talking about my experiences and relationships as a non-Muslim woman and his as a Muslim teenager'...

Session 3 (Inter-club competition known as 'the Night Operation', held at Sutton Park, 16.4.88)

...'Initially the four members I had come with would not enter the building where the Night Op started from. They were the only Asians there out of about 160 young people and it took me 40 minutes to coax them through the door. Once in the building they tucked themselves away in a room as far away from the main

crowd as they could. My attention was divided between them and trying to sort out what I was supposed to be doing and I wondered whether they would last for more than half an hour in the Park

At the end of the night they were among the last to get back, tired (first night of the fasting month, Ramadan) but chuffed to bits when we found they had come 8th out of over 40 teams'...

Session 4 (First night of a residential 10.3.89)

...'Out on a night walk for the first time for younger members of the group. The older members (the group from the previous recordings) were very disruptive, using the time to test limits with me and the other leader. We all got lost in the woods and learned a bit about sharing - only four torches between 16 of us because the older members had already broken three. They kept me behind at this stage and wanted me to tell them ghost stories as we walked (or rather tripped along - one member walked straight through a dry stone wall!)'...

EVALUATION

Night time activities form a useful vehicle for different aspects of youth work as well as offering a specific environmental experience. For this particular group, as well as social development, the exercises highlight the need to enable young people to explore their personal and cultural identity (and for leaders to be sensitive to this need). In the first session for example, the Project Worker was probably assuming a lot by using a specific type of tree as a way of finding a clue. However, she had also assumed a knowledge of holly which stems from Christian traditions. In the second example a member took advantage of the security that darkness can offer to talk through some of the conflicts he was facing between his family, religion and culture and his own needs, desires and insecurities.

The third example also highlights the tremendous effects of racism, both in relation to personal development and on an individuals experience of the environment. Joining a group of 160 strangers is a daunting experience for anyone. However, the main concern of the group was what would happen to them during the night when they were out 'on their own'. This concern affected most of their choices of social activity and venues. In the end, they were very sucessful and their fears proved groundless, their confidence was increased and they saw the dawn in a semi-rural setting, probably for the first time.

This series of sessions highlights how repeated exposure to a new environment can not only increase knowledge of that environment and appreciation of it, but can also be used as a tool for other aspects of youth work. The settings ranged from urban to truly rural and the young people involved became more and more receptive to their surroundings. An extension would be solo night experiences.

2. **PEAK DISTRICT RESIDENTIAL**
February 1989

Background

Abdul Majid, the head of Naseby Centre was hoping to take a group of young men from the Alum Rock area to Pakistan in the summer of '89. The original aim of this residential was to offer the group a 'mini' experience of being away in a different environment together and to look at some of the issues that would be coming up on the longer trip. For this reason links were made with a Muslim youth worker in Sheffield and it was planned to visit a youth club in Sheffield during the weekend.

In the event, just before the residential, Majid got promotion, it became apparent that funds would not be secured in the planned time scale for the trip to Pakistan and the worker with whom we had linked in Sheffield was to be very involved in organising a march against racist attacks that had been occurring in the city.

The Project Worker felt it was still worth going ahead with the week-end, altering the aims slightly - to look at responsibility among senior members in relation to the mixed age range that would be going on the residential
- to offer experiences of a new environment, including the Peak National Park and if possible linking to the Muslim community in Sheffield
- to give a part-time worker more experience of running a residential with issue based aims and give him contacts with organisations that might be of use in planning future residentials (the National Parks staff and Youth Hostel Association).

The week-end was also used by the Project Worker and the National Parks Awareness Officer for Birmingham to develop and pilot a package of activities with the National Parks staff, using a Youth Hostel as the base. The National Parks Awareness Officer assisted in co-ordination, contacts, developing ideas and funding the residential.

Friday Night

Night walk on arrival along a route planned by the National Parks staff (see recording of session 4 in example 1).

Saturday

... 'Breakfast went smoothly enough with keen but inept chefs. Three of the older group, Zairab, Khalid and Pouso disappeared when it came to washing up. Their attitude was very much 'two fingers' and at this point we learned that there had been complaints from the neighbours that they had been out during the night'...

After a debate as to whether Zairab et al should be taken back home, the group split into two, with older members going in to Sheffield for the march and rally and the younger members walking in the Park with a member of the National Park staff. The Project Worker stayed with the younger group, the other leader, Gulistan, took the older group in to Sheffield.

The walking group ... 'Geoff had drawn up a series of questions and observations about the route, (about 6 miles) together with a map. It was very slow progress with all the stopping and starting, taking photos etc, but bits of information filtered through and we noticed a lot on the way that wasn't on the sheet. It was very windy and at 2ish it started to rain ... blisters, cold and rain took their toll and we skipped the last third of the route, coming back along the road to dry out in the Hostel and wait for the return of the other group ... all except one of the members in the walking group enjoyed it and felt they had learned something about the National Park, especially from the little talk they had before setting out'...

The Sheffield Group ... 'despite the fact we had mislaid the map showing them where to go, they managed to find the march. This and the rally proved quite exciting for everyone, although they were very cold and had nothing to eat all day. None of them had any voices left when they eventually returned'...

In the evening the whole group went in to Sheffield for a meal in a restaurant (the first one for most of them) ... 'the older ones split off onto a table of their own - fair enough, but it meant that the younger ones were saddled with adults and it was difficult to share what they had been doing during the day. We couldn't go to the social event as planned because we had to get back to the Youth Hostel... Everyone was shattered, but even so, the older ones stayed up till 5am'...

Sunday ... 'Zairab, Khal and Pouso were very efficient and made us breakfast - then went straight back to bed! Everyone else got ready as quickly as they could and we were only 5 minutes

late for the riding. En route Guli commented that it must take ages to mow all the moors and fields! Members of the walking group were quick to point out that the short grass was due to sheep and grouse rather than lawn mowers. The trio were complaining about everything and refused to go riding'...

EVALUATION

The aim to use the weekend to live as a group, with senior members developing responsibility was not very successful - or rather, not a harmonious experience! However, this gave opportunities at many points during the weekend for the group to look at its own behaviour and for individuals away from home for the first time to develop basic life skills. A lot of follow up work took place on returning to Birmingham. The two leaders also learned a lot about the way they worked together and the planning of such a venture. One important aspect which had not been anticipated was that the Project Worker was in the opposite side of the Hostel (being the only female), which left Gulistan on his own with the group after lights out.

By taking part in the march, the older memebers of the group learned a lot about the community in Sheffield, although we did not make the contacts with youth groups that we had hoped to. One way of combating racism among this age group in Birmingham is to join street gangs and all the older members were impressed with the use of the march and associated activities as an alternative to this.

The group were given a lot of information about National Parks and land management over the weekend and leaders were suprised at how ready they were to learn. This gave the activities during the trip a context and more meaning for everyone. From the Project's point of view, a valuable joint venture was achieved with the National Parks and Youth Hostel Association - all three organisations learned a lot during the pilot run of the weekend. Unfortunately personal and group responsibility, overshadowed other aspects of the residential and highlights how crucial the choice of venue is for such a weekend.

3. THE DULUX PAINT PROJECT
June - September 1988

Background

The Project Worker had given Majid (Centre Head) information about the Dulux Community Project, whereby paint is donated for community projects. A Housebound Lunch Group which met every week at the Centre had applied for paint to redecorate and were notified in June that their application had been successful. In fact, so successful, that it was put forward to the finals of a

competition to find the best Dulux Community Project for 1988 before they had even sent the paint! The closing date for this competition was September.

The Project Worker had hoped to have a supporting role during the painting, giving assistance to Majid on specific technical aspects, and otherwise working as part of the staff team.

Summary of Recordings and issues emerging

Recording 1 (28.6.88)

...'The Housebound Lunch Group had asked for a meeting with members to discuss plans for painting the Centre. With this being a junior night, there were very few senior members there. Majid got everyone in a circle - and then told them that I would explain everything while he used the video. This wasn't what I had expected and as soon as I could I got them split into small groups to talk about what they would like to see on the walls. Because the younger members would find expressing themselves and writing things down difficult, I had to split the senior members between them which meant they couldn't put their own feelings down as a group. Members of the Housebound Group then kept saying that they didn't expect members would do much, they would get a 'real' artist in to do their ideas'...

Recording 2 (12.7.88)

...'After the first session I had gone to see a member of the Youth Arts team to find out how we could enable the members and other users to participate more fully. He'd come to meet Majid and see the Centre for himself. The suggestions he had involved using old table tennis tables for painting murals - individuals/small groups would be able to express themselves and the boards offered them a 'vessel' with an outline but no form. It would also be easier and safer to work on the boards laid flat (all the paint is gloss and potentially terminal for clothes). When they got outdated or messy the boards could be replaced.

Majid then told us that the City wanted to commission a muslim artist (who would have relevant specialist knowledge) to work on the project. I wondered how member participation could be maintained in this context, despite the fact that the intended role for the artist would be one of supporting rather than doing the whole thing'...

Progress of the Painting

Following the potential commissioning of the muslim artist and consequent delay finding one, the Club closed for the summer and most of the Centre was repainted by volunteers and some

staff. The funding available for commissioning an artist turned out to be totally inadequate and this idea went by the wayside, although while consulting one artist, a lot of thought was given to how best the wealth of culture in the local community could be reflected through the redecoration.

Autumn Term

No specific recordings were made during this stage of the painting. Junior members were particularly keen to get involved in the painting, but staff preferred to do it themselves because it was 'safer' and 'less messy'. Five large murals were produced by Youth Club members and school children, including one of Michael Jackson. This caused debate among the staff about whether he was an appropriate subject in the context of a Muslim community, but none the less, the mural was fixed onto the wall. By the end of the project there was a feeling of relief amonst staff that deadlines had been met and that paint could be put safely away, but there was also a sense of acheivement and pride among the various user groups at the Centre and a net gain of £390 from Dulux for the Housebound Group.

EVALUATION

This project proved a great source of learning for the Project.

The effect of the physical environment:
- the physical appearance of a youth club, its decoration and colour scheme, have a great influence on the sense of ownership for young people
- for young people the opportunity to affect the physical environment is also one of exploring identity. This was highlighted by the arguements around Michael Jackson

The process of redecoration:
- involving young people in changing the environment calls into question what leaders individually mean by 'participation' and highlights their own values
- the methods used to facilitate this involvement need certain skills, experience, planning and co-ordination
- failure to look at these first two points can lead to very negative experiences for young people especially when power remains in the hands of the leaders
- when so many user groups are involved communication is very important and very time consuming
- the actual time the members spent painting was probably greater than they had spent on any activity in the club apart from pool, table tennis or football since joining the Club! It also gave members the chance to spend time with leaders on a one to one basis.

The influence of external funding:
- when external funding is accepted, decisions need to be made about the conditions that are put on this funding. In this particular case, the Centre Head felt the main purpose of the work was to encourage participation, but continually had to fight off other pressures

The role of the Project:
- the Project was responsible for passing on the original idea and raising the physical environment as an issue relevant to the youth club
- for the Project Worker, the painting was also about participation. However, her role was a combined one of supporting the full-time worker with ideas and of a sessional worker in the staff team under the full-time workers' co-ordination. The time needed for communication and debate has already been mentioned - more time was needed than was available and this led to considerable personal frustration.

4. THE PROJECT DISPLAY

Background

As part of the dissemination of the Project, a display was needed which could be used, for example at conferences, when staff are unavailable. Various drafts had been written by the Project Worker, but none put over what the Project was about in an interesting way. The whole Project is about young people, participation and environmental issues, it was decided that it would be far more appropriate to enable young people to produce the display themselves. After negotiations with a community artist, Jim Morris, two young men were approached to undertake the task with him over 6 sessions. They would use an existing frame for the display and the basic question they were asked was 'Do young people care about their environment?'
The young men involved called themselves the 'Mid City Artists' and had already done numerous commissions of spray can art in a variety of locations. They were 16 at the time of these recordings.

Session 1

Mainly taken up with ice breaking exercises, looking at the existing frame and display etc ... 'We then wrote about a particular part of the day and how the environment affected it. Starting with waking up, we all chipped in to record the day. This led to discussions about how much we were in contact with the environment, what we felt the environment was, who controls our contact with it, what we value - is it green or not? - and various other ideas.

At the end of this Jim asked them to go away with some things to think about - what do other people see as the environment (perhaps men and women view it differently?) to think about how they could tackle the display and to be conscious of the environment as they come into contact with it over the next week.' ...

Session 2

... 'I missed a bit as I had to get the cupboard keys from Doreen, but when I got back we did some rounds of brainstorming images that might be of use in the display. This included small details as well as overall images and led to some discussion of the power that young people have to change things. Eventually it was decided to work on a black and white chequer board as the background (if they don't get something down next week they'll run out of time) - recycled paper of course! Jim asked Stephen and Jarrod to take away the question "Do young people care about their environment?" and to come back with a speech bubble containing their thoughts about the environment. I am fascinated at how easy they find it to express themselves graphically when they are so tongue tied the rest of the time'...

Sessions 3, 4 & 5

... 'the lads came back with their bubbles which said things like "the environment is nice" - Jim scrapped these as not quite deep enough and they redid them. They then got on with spraying around silhouettes of themselves as they had decided that these would be the focus for the display ' ...

These sessions were largely taken up with cutting out the backing paper, writing text and colouring it in.

Session 6

...' Jim taped an interview with Jarrod and Stephen asking questions that dealt with what they thought about spray can art vs. grafitti, then looking at what they thought about the environment - progressing from their street to Birmingham and global prospects. Oh dear, how depressing their views on global survival are!'...

Session 7 (an extra one)

... 'Last session and having negotiated which bits of the transcript interviews to lift out (this was largely decided by Jim, a couple of suggestions from me and the lads used no editorial powers) they worked on putting these quotes into their silhouettes, while I worked on filling the large letters in AGAIN!' ...

EVALUATION

Stephen and Jarrod said that they had enjoyed the process and this was borne out by their manager. They were very shy all the way through and said that this was different from all their other commissions. It was also the first time that they had been asked to think specifically about the environment in a broad sense and offer their own ideas and values on environmental issues.

The display itself is very specific as it contains the view and perspectives of only two young people, but by being like this it also makes the point that the answer to a question like "do young people care about the environment?" will always be very specific to the young people concerned.

Once again, the consideration of environment brought out the issue of participation and power - what can young people do even if they do care? The pessimistic outlook expressed on our chances of global survival is, in part linked to this lack of power, in part to limited experience of the environment and once again points to the value of widening such experience.

In terms of the end result, which although needed had become secondary to the process that Stephen and Jarrod were going through, the Project now has a very striking and graphically powerful display which also contains a lot of questions for youth workers and young people alike to address as well as some answers to the basic question posed.

2.WORK WITH YOUNG PEOPLE ON A CITY-WIDE LEVEL

THE BIRMINGHAM CENTENARY GAME

During the first phase of the Project, most contact on a City-wide level was made as an observer/participant. The Project Worker took groups of young people to events organised by the Youth Service Activities Office to see how the aims of the Project related to existing activities. Good use was already being made of the environment as a vehicle for events such as the Night Operation and Raft Race, but the urban environment seemed to be less well utilised.

So, towards the end of 1988 the Project Worker and the National Parks Awareness Officer for Birmingham brought together a group representing the youth service, the voluntary sector and environmental organisations to plan the Birmingham Centenary Adventure Game - with 1989 being Birmingham's Centenary Year this was an ideal opportunity to focus on the City, how it works and what it offers to young people.

A post was funded for nine months through the City's supernumary scheme (designed to give job opportunities to people with disabilities) and an appointment was made in March. The target was to get one hundred different organisations to offer a challenge to 11-16 year olds over four weeks during July/ August. The organisations approached reflected 5 broad themes, the City structure and functions, young people, leisure and recreation, the environment and industry. The challenges were to be offered in a book designed like a passport which would also act as a bus pass. The participants would choose whichever appealed to them, or if they were really keen, try to do all of the challenges offered. The concept for the Game was based on an idea developed in Bolton.

In the end, 102 "stations" offered challenges and around 1000 young people took part during the four weeks of the Game. A giant party was organised for participants at the end of the Game and at this certificates and prizes were distributed. The prizes, some of which were quite significant, were allocated by putting the names of participants who had visited a minimum number of stations into a draw - this was done because for some young people it was just as much of an achievement to travel across town to an unknown venue as it would be for other more confident ones to visit a hundred stations.

Evaluation at the end of the Game took a variety of forms. Parents and participants were sent questionnaires, as were station organisers, and were asked to suggest improvements for next year.

Analysis of individual participants demonstrated that the majority were 12-14 years old, with a higher than expected proportion from the inner city and of Asian descent. The length, cost and organisation of the Game were approximately right and most station organisers were happy, although a few felt the numbers were lower than they had been led to expect.

PASSPORT TO THE

BRITISH TELECOM

British Telecom Exhibit at Museum of Science & Industry, 136 Newhall Street.

Dates and times for passport stamping:
Wednesdays 2.00pm-4.00pm
Thursdays 10.00am-4.00pm
Friday 10.00am-4.00pm

Details of Challenge:
To phone speaking clock and note exactly what is said, also who the voices on the speaking clock have been – this information is available at the Science Museum.

Prizes being donated:
Trip to Telecom Tower, London.

HANDSWORTH CULTURAL CENTRE

Handsworth Cultural Centre, 326/328 Hamstead Road, Handsworth, Birmingham B20 2RA.

Name of contact: Brian Allan

Name of nearest road or landmark to bus stop:
Wellington Road and Church Lane and Hamstead Road traffic island on bus routes 11, 16, 17

Dates and times for passport stamping:
Tuesday, Wednesday and Thursday between 24 July-19 August 10.00am-4.00pm.

Details of Proposed Challenge:
Explore the skills of playing a variety of musical instruments.
– Grasp the opportunity of visiting recording studio and see how music is recorded.
– Enjoy a new hobby. – Complete and take away a piece of African craft work.

FRIENDS OF THE EARTH

54-57 Allison Street, Digbeth, Birmingham.

Name of contact: Muriel Bolshaw

Nearest road or landmark to required bus stop:
Police Station, Digbeth.

Dates and times open for passport stamping:
24 July to 19 August, Mon.-Fri. 9.30am-4.30pm

Explorers must bring with them:
1 carrier bag filled with old newspapers
1 carrier bag filled with aluminium cans.

HELP THE EARTH FIGHT BACK

Details of proposed challenge: Answer 2 questions: –
1. Why is recycling paper good for the environment?
2. Can you tell the difference between a sheet of ordinary and recycled paper (from examples)

Prizes being donated: 2 (total) F.o.E. Posters

3.TRAINING

Training that is developed in isolation from the reality of work with young people is highly unlikely to effect change. For this reason a considerable amount of the training done has been during the youth club sessions ie. "on the job" training. Sometimes this training was overt, often it was not. Experience gained through the face to face setting was also used to identify training needs and to develop techniques for use in training sessions.

Training was delivered through existing channels - in this case the Stainsby Centre - and where possible undertaken jointly with trainers from both environmental groups and youth work. It was hoped that this would increase awareness among trainers and perform a networking function. Participants have ranged from a group of youth officers to part-time volunteers. A variety of formats have been piloted which have varied both in duration and content. The development of training will continue to be an important aspect of the next phase of the Project.

A list of sessions undertaken is given in Appendix 1.

TRAINING EXAMPLES

One of the first things to be considered in the training sessions that have been run by the Project is the question "What do I/you/we mean by the word environment?" - I/we/you will each give different responses and by sharing some of these the Project has found it possible to raise awareness of how environmental issues are relevant to the aims of youth work, as well as being important to young people and workers themselves. The first two examples below work well in this way.

The following exercises are being developed and adapted through repeated piloting and will form part of the materials to be published at the end of the Project. The fourth and fifth examples use symbols and hypothetical situations to raise environmental issues and promote discussion around them and how they relate to youth work and young people. The third example looks at an environment that youth leaders may have more ability to change, or at least question than others, and challenges what their existing practice is.

1. An object from your environment

AIM: To stimulate discussion about the meaning of the term environment, ice breaking.

METHOD: Participants are asked to bring with them an object from their environment that is important to them - this may be for positive or negative reasons, of practical use, symbolic, part of their domestic or professional life etc. Dividing into pairs they introduce themselves using the objects. Pairs can then introduce their partners to another pair explaining the relevance of the objects. Develop a definition of 'environment' in in pairs, fours etc.

VARIATIONS: If the participants have not brought an object they can be asked to reflect and think of an object when they arrive. The representation could be graphic, concentrate on feelings, be about a specific aspect of the environment, be an aspect or object that young people the participant works with have selected...

2. Where are you from?

AIM: Ice breaker, sharing environmental experiences and feelings, basic map reading skills(!)

METHOD: Before the session a giant map is prepared of the area that participants are coming from. This can be very basic, but if it is to be used again it is worth using material and fabric pens, marking on main roads, water, green space and other relevant features (also check that when laid on the floor the map will not slide away - health and safety hazard!).

Participants are asked to write their name on a piece of card/ flag and to make a statement about the area that they live/ work in.

VARIATIONS: The statement can be varied by asking for specific aspects. The map can be left with omissions and participants asked to fill in the gaps, or simply to add to what is already there. On a smaller scale, the map could be of the immediate vicinity of a town or even the youth club and participants asked to flag their likes and dislikes.

3. Changing your environment

AIM: To consider which aspects of a youth club environment are important and for what reasons. To consider value judgements made by youth workers relating to their environment, their co-workers and the young people they work with and the issue of participation and how this relates to the youth club environment.

METHOD: Decide on areas to use before starting the exercise and have a few 'props' that will come in useful - felt pens, paper, a tape recorder/radio, a T.V., plants, comfy chairs etc. Divide participants into two groups and give them a set time (20 - 40 minutes should be adequate depending how long and how involved you want the discussion to be afterwards) to alter their surroundings, making them a) welcoming or b) unwelcoming. At the end of the time allocated the groups share their spaces and explain what the 'design features' are. Processes and issues that came up during the exercise can be discussed after this.

VARIATIONS: Ask participants to design for a specific client group; use role play among participants to consider the needs different people in the club have and the ability of young people to change things; do not tell each group what the other is doing...

4. Environmental issues on a grid

AIMS: To look at what participants actually know about different environmental issues; to consider the effects of different issues at different levels from individual to global and actions that can be taken at each level to effect change.

METHOD: A grid such as the one below is prepared before the session. Environmental issues are selected (either before the session or by participants, depending on whether the trainer wants to consider particular aspects of the environment or raise specific issues).

	GLOBAL	NATIONAL	LOCAL	INDIVIDUAL
ACID RAIN				
ALASKAN OIL DISASTER				
ALUMINIUM POP CAN				

Individually participants fill in the grid and then share their response with other people and the main group.

VARIATIONS: This exercise can be used in many different ways. It helps participants to identify gaps in their knowledge - they can then be asked to research specific issues; they can be asked to consider objects that symbolise issues in youth work but are also environmental (e.g. a banana can raise issues of race, gender, cash crops in the developing world, health issues and transport amongst other things!); the exercise can be used to emphasise alternative forms of personal action that can be taken at local, national and global levels; if the issues are self selecting it can be used as the basis for developing work in the youth club...

5. Environmental Scruples

AIMS: To encourage lateral thinking about action that can be taken in response to environmental issues, to raise awareness of the skills participants already have that could be put to use, to promote discussion about values and choices that can be made relating to the environment.

METHOD: A series of questions are prepared on small cards which relate to situations that participants are likely to encounter when environmental issues are raised. The cards have space for three responses to be made and one is also offered (this will usually relate to 'non-action'). Participants are asked to fill in the possible responses that they can make. They are only allowed to write to their council or local MP once.

eg. You are about to tuck into your favourite bowl of "Wheaty Bangs". You notice on the packet that the cereal contains E103, E19 and E007. You have no idea what these are, but you've heard some pretty nasty things about additives. Do you?
a) Add up all the numbers, divide the answer by your grandmother's age and give it to the cat,
b)
c)
d)

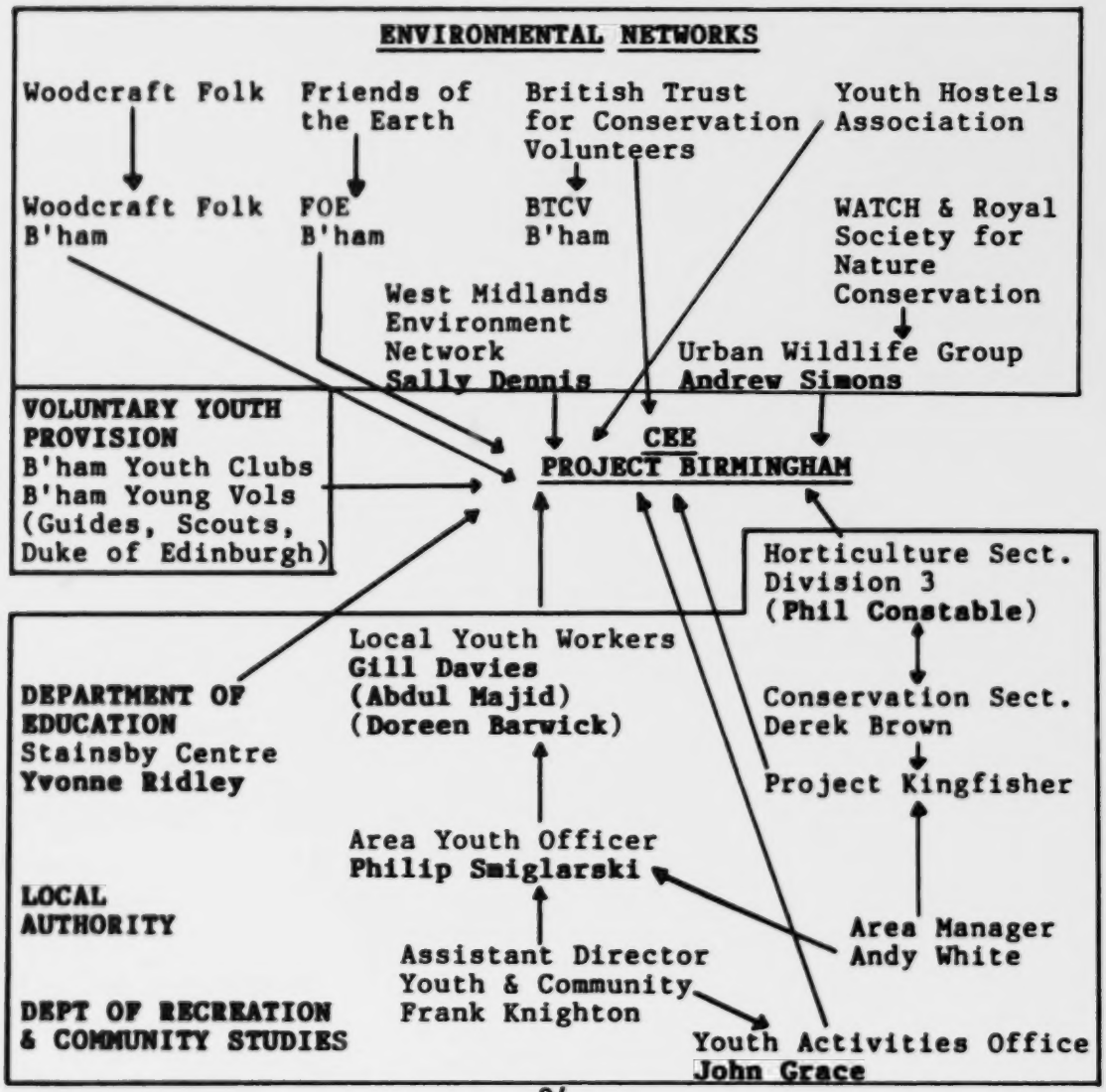
You see a notice board "Acquired by Grabbit & Sons for development" on the piece of land behind the houses you always used to play on as a kid. Do you?
a) Immediately obtain shares in Grabbit & Sons
b)
c)
d)

VARIATIONS: After doing a few questions and discussing the responses, ask participants to make up their own cards. Use fully completed cards as a game where participants can be challenged on their choice of action.

4.NETWORKING

Local networking was one of the Project aims and is crucial if the work is to continue in Birmingham after completion of the Project. When working efficiently it should also provide more opportunities for shared learning than would be possible through the Project Worker alone. The Steering Group and training sessions have been the main vehicles for networking during the first phase of the Project. As with training, development of these networks will be an important part of the next phase of the Project.

The diagram below represents the networks that have been developed during the first phase of the Project.



24.

PHASE 1: LESSONS LEARNED

1.Young people and environmental education

Every young person that has come into contact with the Project has acknowledged interest or concern about some aspect of the environment, but in this country, conservation has traditionally been a white, middle class activity and environmental action the preserve of eccentrics with long hair and sandals.'Starting where young people are at' is a well worn phrase in youth work which holds true for environmental activities too - the problem is how to start...

Successful involvement of young people has come after a lot of lateral thinking and adaptation to develop activities in exciting and interesting ways which do not threaten, preach or bore. A girls group painted slogans about environmental issues onto T-shirts - they still had space to put Kylie on the other side! Another group produced a 'Mugs' Gallery, photographing themselves in their favourite part of the club, which led to discussions about why they chose that spot. Yet another produced a 'visitors guide' video of their estate including key features such as the 'jungle', the haunted house and so on...

It is quite likely that the number of young people involved will be small. There is nothing inherently wrong with this, in fact it may be of great value to the young people concerned, but it does have implications on the organisation and staffing of a club and on the 'numbers game'.

2.The Youth Service Curriculum

The environment has a profound effect on the lives of young people and cannot be pigeon-holed into one particular aspect of youth work. A seemingly simple thing like access to the environment can be a major issue relating for example to race, gender and participation: the interest in self defence classes among many girls groups stems in part from their experience of the physical environment; racist attitudes are often closely linked with stereotypes of poor environments, squalor etc. and the effects of racism often inhibit positive environmental experiences for young black people; the opportunity for young people to change the decoration of the youth club walls immediately produces value judgements from workers and other adults in the community which may then inhibit participation.

If the worker involved is not fully committed to working through these issues, not confident in doing so, or not honest with the young people involved about her/his commitment, the process is likely to be counter-productive and reduce the motivation, self esteem and confidence of those young people.

Thus, as with other aspects of the service, there is a need to raise awareness of aims among a wide variety of people who have influence over the work.

There is a great deal of very imaginative and productive work going on around the City. However, it develops at random around individual workers and often goes unpublicised. A strategy for curriculum development would give a structure to increase the effectiveness and dissemination of this work.

3. Developing the skills to raise environmental awareness and issues

Many of the youth workers that the Project came into contact with lack some of the basic skills, knowledge and confidence they need for effective practice. As well as the wealth of training courses offered through the Stainsby Centre, there is a need for additional support and guidance in the club setting where risks are taken to put ideas into practice. On the job training such as that offered through this Project needs to be carefully planned, sensitively implemented and supported by staff from the start if it is to achieve the desired learning. It also needs to complement existing programmes of staff development - for a variety of reasons this is sometimes lacking. Training focuses initially on raising awareness of the cross curricular nature of the environment and incorporating this awareness consciously into existing practice.

4. Resources and support for youth workers introducing environmental education

All of the materials used in the first phase of the Project were adapted from other sources or developed from scratch. No appropriate written resources were known to the Project Worker for use either in training or with young people. Those that have been produced are usually targetted and schools, the wrong age range or on a high intellectual level. There was also no easily used system for finding out about or procuring the resources that are available around the City (be it vehicles, tools and videos etc or the various specialist staff available to help youth workers) - this is particularly important for part-time workers and volunteers.

One of the aims of the Project has been to develop local networks with environmental organisations and the Youth Service. There has been a lot of support for this from the Youth Service. The difficulty has been in identifying environmental groups with enough staff or volunteers to complement this interest. Most environmental groups are voluntary with insufficient funds to employ educational staff. Those that do tend to concentrate on the formal education side where they can have more direct influence on a limited budget.

5. Increasing the effectiveness of time limited projects

Repeatedly contact has been made with other projects that have learned similar lessons across a broad spectrum from management to developmental work. There is a need for some kind of network or guide to assist development of other similar projects.

Personal evaluation by the Project Worker

"The Youth and Environment Training Project has by no means been a one way process of awareness raising. During my 18 months at the Naseby Centre I was given a tremendous amount of support and encouragement, both personally and professionally. The culture and community from which the senior youth club stems has enriched the experience of both myself and the Project."

THE NEXT PHASE

Priorities for the next phase of the Project are outlined below. Some strategies are quite specific, some will evolve with time. During the first phase some needs have been identified which quite clearly are beyond its original aims. These include the production of materials specifically for young people (games, posters, videos etc.) and they will form the basis of strategies for development outside this Project.

1.Face to face work
Continuing, but with a smaller time commitment this will now be targeted towards specific aspects of the Youth Policy document - girls, special needs groups, detached and outreach work. The grant from the Telethon Trust means that the project can offer seed money to support a wide variety of activities.

2.Network developments
The Steering Group has been the focus for networks established in the first phase of the Project. It is now reviewing its role and looking at how some of the links can be consolidated or formalised. It also sees a need for dissemination and development through a regional network to link the youth service and environmental groups. To this end the group is planning a regional seminar for the autumn of 1989.

3.Development of resources
Using the experience gained from the first phase of the Project a pack will be produced for youth workers and young people who want to consider the environment in their club, in groups or individually. A document outlining the philosophy of environmental education and giving guidelines for policy development will be produced to complement this, aimed at managers, LEA's and policy makers. Production and piloting will form the core of work until the end of the Project.

4.Training
Some materials produced will relate to training and more formats/approaches will be piloted - packages for teams including officers, full and part-time workers, possibly some competancy based training, sessions on different aspects etc.

5.Dissemination
Dissemination so far has been mainly through personal contacts, the steering group and training. For the remainder of the Project these methods will continue to be important, but more use will be made of articles, seminars and conferences.

APPENDIX 1: Training Sessions undertaken during Phase One

1. Running Your Club (Birmingham Association of Youth Clubs) (February '88 & '89) - residential weekend for senior members in which the Project Worker co-tutored. Full days' role play exercise about setting up and running a youth club where various environmental issues and problems were posed.
   TUTORS: Philip Smiglarski (Youth Officer, Hodge Hill), Jill Edbrooke

2. Using the Environment as a Resource for Youth Work (May 1988) - day for part & full time workers.
   TUTORS: Philip Smiglarski, Andrew Simons (UWG Education Officer), Jill Edbrooke

3. Session for part-time workers in Hodge Hill (May 1988) - evening session forming part of a series of monthly interest sessions. General introduction to the term environment and its relevance to youth work.
   TUTORS: Alison Buck (Birmingham City, series co-ordinator), Jill Edbrooke

4. Session for volunteers on summer camps (June 1988) - Day for Birmingham Young Volunteers Adventure Camps looking at environmental activities for 6-16 year olds and environmental issues that could be raised during the camps.
   TUTORS: Jo Curnow (Birmingham Young Volunteers), Jill Edbrooke

5. Mayhem & Magic in the Environment (June 1988) - day for play workers, not run due to lack of response. Repeated in 1989 under a different title. (see 6)
   TUTORS: Haki Kapasi (Port '86), Jane Perry (Play Train), Jill Edbrooke

6. Westhill College Youth & Community Course (October 1988) - Project Worker assisted a student in preparing a session introducing the environment as an issue for fellow students. This was part of her skills based assignment.

7. Making the Most of Your Surroundings (June 1989) - repeat of the Mayhem & Magic course.
   TUTORS: Haki Kapasi, Jill Edbrooke

8. Royal Society for Nature Conservation Education Conference (October 1988) - session on the work of the Project.
   TUTORS: Yvonne Ridley (Training Coordinator, Stainsby Centre), Jill Edbrooke

9. Global Issues to Local Action, Shrewsbury Youth Centre (February 1989) - participants were young people from the Shrewsbury area. Repeated sessions looking at how global environmental concerns can lead to local and individual action.
TUTORS: Lisbeth Grundy, Terri Dixon, Jill Edbrooke (CEE staff)

10. Community in its Environment
(March 1989) - 'interesting practice' session introducing three projects sharing environment as their focus.
TUTORS: Jon Clarkson (Project Kingfisher), Steve Nelson (Sheldon Country Park), Jill Edbrooke

11. Coseley Outreach Project Training Day
(March 1989) - full day run by Jubilee Arts and full-time worker at Coseley Youth Centre. Cameras were used to look at outreach work and the needs of young people in Coseley. Project Worker observed.

12. National Association of Youth, Community & Education Officers AGM
(April 1989) - repeated sessions introducing the theme of environmental education and looked at raising specific issues of race and gender through environmntal education.
TUTORS: Lisbeth Grundy, Terri Dixon, Jill Edbrooke (CEE Staff)

13. Making the Most of Your Surroundings
(June 1989) - repeat of the Mayhem & Magic course.
TUTORS: Haki Kapasi, Jill Edbrooke

14. 'Shopping basket' series
(May/ June 1989) - a series of 4 topics, two for one session, two full days to look at a) the youth club and beyond, b) green politics in a youth work setting, c) urban adventure activities and d) conservation. In the event, only one session was run.
TUTORS: Gill Davies (Alston Project), Jon Clarkson (Project Kingfisher) Ian Kenvyn (Pathway Project), Andrew Simons (UWG), Sangeeta Soni (Birmingham Young Volunteers), Angela White (Warstock Community Centre), Jill Edbrooke

15. Your Earth, Your Future, Your Choice, Leeds
(July 1989) - repeated the global-local sessions at a conference for young people organised by the Peace & Emergency Planning Unit of Leeds City Council. These were run on the second day when practical action in response to global environmental issues was being considered.
TUTORS: Lisbeth Grundy, Jill Edbrooke (CEE staff)

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